DOCUMENT RESUME

ED 233 030 TM 830 406

AUTHOR Peterson, Sarah; Ayabe, Carol
TITLE How Secondary Schools Are Perceived by Parents, Teachers, and Students, 1978 vs. 1982. Research Report 46.
INSTITUTION Mesa Public Schools, AZ. Dept. of Research and Evaluation.
PUB DATE Jan 83
NOTE 51p.; Some tables are marginally legible due to small print.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Affective Measures; Decision Making; *Educational Environment; High School Students; Parent Attitudes; Questionnaires; *Research Utilization; *School Attitudes; *School Districts; Secondary Education; Student Attitudes; *Surveys; Teacher Attitudes
IDENTIFIERS Human Resources Research Organization; *Mesa Public Schools AZ

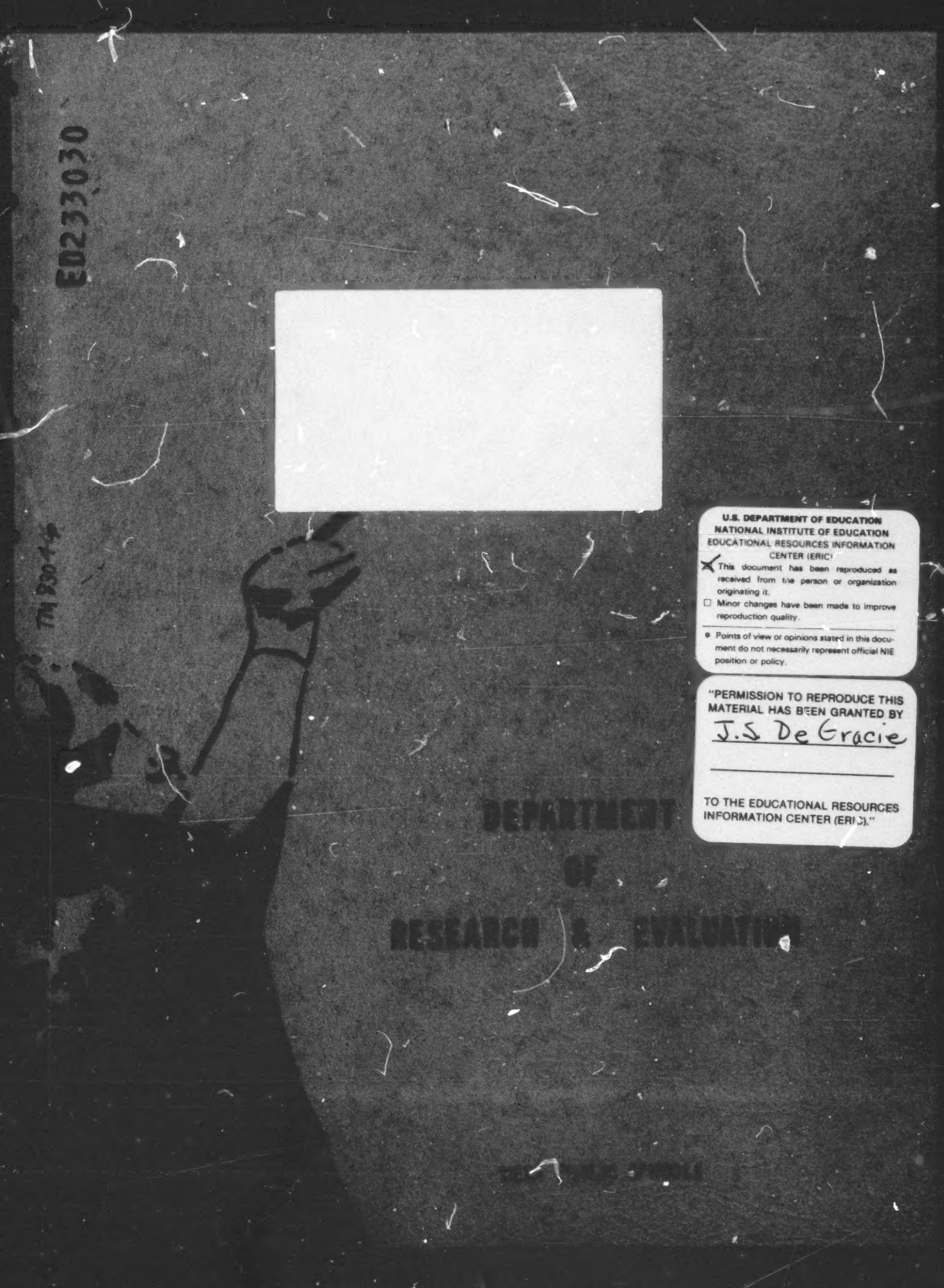
ABSTRACT

The Mesa School Profile, limited to cognitive and demographic characteristics, was broadened by the School Climate Surveys developed to accumulate information regarding the affective dimensions of each secondary school as well as the district (junior and senior high schools only) as a whole. Questionnaires designed by the Human Resources Research Organization were modified to obtain perceptions of 859 teachers, 2,240 students, and 4,400 parents, picked at random. The three surveys were first administered in the secondary schools in 1977-78 and then again in 1981-82. This report documents the current climate perceptions of the three subpopulations and compares them with the perceptions of similar subpopulations in 1977-78. The overall perceptions for all three populations in 1981-82 were positive. In 1981-82, only 2 of the 12 areas were perceived negatively by one or more subpopulations: Student Characteristics and Relationships, and Student Issues. This is in contrast to 1977-78, when five areas were perceived negatively by one or more groups. The primary difference is that senior high students viewed several areas more positively in 1981-82. (PN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED233030

TM 830 144



U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J.S De Gracie

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

DEPARTMENT
OF
RESEARCH & EVALUATION

HOW SECONDARY SCHOOLS ARE PERCEIVED BY PARENTS, TEACHERS, AND STUDENTS 1978 vs. 1982

Sarah Peterson
Carol Ayabe

Dr. George N. Smith
Superintendent

Dr. James K. Zaharis
Deputy Superintendent
Educational Services

Dr. James S. DeGracie
Director, Research and Evaluation

MESA PUBLIC SCHOOLS
January 1983

RR-46

FOREWORD

The major function of the Mesa Public Schools' Department of Research and Evaluation is to provide information to decision makers. This data should be timely, valid, reliable, and of sufficient depth, yet concise enough to speak squarely to the issues at hand. In line with this function, this report by the Department of Research and Evaluation presents evaluation results of the survey "How Secondary Schools are Perceived by Parents, Teachers, and Students."

The purpose of this survey was to accumulate information regarding the affective dimensions of each secondary school as well as the district (junior and senior high schools only) as a whole. In addition, the intent included comparisons to the previous administration of the Climate Survey in 1978.

The survey was requested of the Department of Research and Evaluation by Dr. James Zaharis, Deputy Superintendent.

The major effort in the development of this report was the responsibility of the Department of Research and Evaluation under the direction of Ms. Judy Rule. Members of the Research and Evaluation staff who made significant contributions in data summarization, formatting of the report, and in typing the manuscript were Shirley Halverson and Patty Stein. Research and Evaluation is a department answering directly to the Deputy Superintendent.

Dr. George N. Smith
Superintendent
Mesa Public Schools

TABLE OF CONTENTS

	Page
Introduction	1
Methods and Procedures	3
Results	8
Junior High	9
Senior High	16
Analysis of Student Perceptions by Grade Level	26
Summary and Conclusions	29

Tables

Table 1 - Perceptions by Area Junior High Schools	10
Table 2 - Overall Mean Responses for Junior High Schools	17
Table 3 - Perceptions by Area Senior High Schools	18
Table 4 - Overall Mean Responses for Senior High Schools	25
Table 5 - Student Perceptions by Area and Grade	28

Figure 1 - Overall Mean Responses by Grade for 1977-78 and 1981-82	27

Appendix - Table 6, Individual Items Which Fall in "Negative" Range	33

INTRODUCTION

The Department of Research and Evaluation was given the task of collecting and presenting district information in an annual report, The Mesa School Profile. This information is limited to cognitive and demographic characteristics and, therefore, lacks the affective dimensions. Recognizing the need for more inclusive information, it was decided in meetings with the Deputy Superintendent, Dr. James Zaharis, to seek a means for gathering data on some of the affective aspects of the schools. A search revealed questionnaires designed by the Human Resources Research Organization (HumRRO). These instruments were developed to obtain the perceptions of students, staff, and principals about a variety of potential problem areas.

The Department of Research and Evaluation modified the instruments to obtain the perceptions of teachers, students, and parents. The surveys were first administered in the secondary schools in 1977-78 and then again in 1981-82. The purpose of this report is to document the current climate perceptions of the three subpopulations and to compare them with the perceptions of similar subpopulations in 1977-78.

METHODS AND PROCEDURES

The three surveys were sent in November, 1981, to the junior high schools and in March, 1982, to the senior high schools for administration to the following subpopulations:

- All 451 school-based junior high teachers and all 408 school-based senior high teachers.
- Approximately 1,400 randomly selected students at all junior high schools and 840 randomly selected students at all senior high schools.
- Approximately 2,750 randomly selected parents of junior high school students and 1,650 randomly selected parents of senior high students.

In this report, data were analyzed in terms of item, Area, and overall means to indicate the perceptions of the three subpopulations. In order to interpret the means, the following definitions were used:

	Mean Response Scale	Definition
5.0		
	4.5 or greater	No problem at all; very positive perceptions.
4.5		
	Less than 4.5 and greater than 3.5	Little problem; positive perceptions.
3.5		
	2.5 to 3.5	Moderate problem; somewhat negative perceptions.
2.5		
	Less than 2.5 and greater than 1.5	Considerable problem; negative perceptions.
1.5		
	1.5 or less	Extreme problem; very negative perceptions.
1.0		

Negative perceptions were thus defined to have mean responses of 1.0 to 3.5 and positive perceptions to have mean responses greater than 3.5

Data were summarized for each subpopulation for junior and senior high, and are presented for both the 1977-78 and 1981-82 administrations.

RESULTS

The junior and senior high means for teachers, students, and parents fell in the positive range of response in 1981-82. This was an improvement over 1977-78, when junior and senior high student means fell in the negative range:

	Junior High					
	1977-78			1981-82		
	T	S	P	T	S	P
Overall Mean	3.83	3.48	3.86	3.87	3.53	3.81

	Senior High					
	1977-78			1981-82		
	T	S	P	T	S	P
Overall Mean	3.68	3.38	3.64	3.81	3.55	3.72

It can be seen that the overall perceptions for all groups except for junior high parents increased across administrations.

SUMMARY AND CONCLUSIONS

In 1981-82, only two Areas were perceived negatively by one or more subpopulations: Student Characteristics and Relationships and Student Issues. This is in contrast to 1977-78, when five Areas were perceived negatively by one or more group. The primary difference is that senior high students viewed several Areas more positively in 1981-82.

Student Characteristics and Relationships was perceived negatively by junior and senior high students and parents. A further breakdown of this Area reveals the specific items that were viewed as problems:

	Junior High			Senior High		
	T	S	P	T	S	P
STUDENT CHARACTERISTICS AND RELATIONSHIPS		X	X			X
7. The way the students get along with one another		X				
8. The number of students who don't like going to school and don't do their school work	X	X	X	X	X	X
9. Students from ethnic minorities			NA			NA
10. Friction or hostility between groups of students		X	X		X	X
11. Capable students who feel that going to school is pretty much a waste of time		X			X	X
12. The number of students who don't seem to do much with other students-who are "loners"		X	NA			NA

It can be seen that all six groups were concerned about the number of students who don't like going to school and don't do their school work. Junior and senior high students and parents also were concerned with friction or hostility between groups of students. None of the groups perceived students from ethnic minorities as a problem.

Junior high students and parents, and all three senior high groups perceived Student Issues negatively. A breakdown indicates the following items that fell in the negative range:

	Junior High			Senior High		
	T	S	P	T	S	P
STUDENT ISSUES		X	X	X	X	X
53. Cheating	X	X		X	X	X
54. Cutting class		X	X	X	X	X
55. Absenteeism	X	X		X	X	X
56. Dropout rate				X	X	X
57. Vandalism	X	X	X	X	X	X
58. Theft	X	X	X	X	X	X
59. Drugs		X	X	X	X	X
60. Alcohol			X	X	X	X
61. Sexual promiscuity		NA	NA	X	NA	NA
62. Delinquency		X	X	X	X	X
63. Profanity	X	X	X	X	X	X
64. Violence or threats of violence	X	X	X		X	X
65. Underachievement	X	NA		X	NA	
66. Teen-age Parents		NA			NA	X

It can be seen that most of the items in the Area of Student Issues are regarded as problems. Of those that responded to the items, none of the junior high groups perceived Dropout Rate, Sexual Promiscuity, or Teen-age Parents negatively. All of the items were perceived negatively by at least one of the senior high groups.

It is recommended that the results of this survey be reviewed by the superintendency, the staffs at the junior and senior high schools and also the appropriate support personnel. It is further recommended that the Assistant Superintendent meet with the principals to discuss any Area of perceived concern at their respective schools and explore the various alternatives open to determine solutions, if any, to these problems. Identification of possible problems at specific schools can be found in each school's individual report from the Department of Research and Evaluation.

While a survey of this nature does not explicitly delineate the specific problems, it does isolate Areas and items under those Areas which can be addressed. Since Student Issues is the most prevailing Area of concern for all populations surveyed, it may be beneficial to take a closer look at the problem items under this Area.

INTRODUCTION

The Department of Research and Evaluation was given the task of furnishing clear, concise, and timely information to decision makers so they could use the information to arrive at functional decisions for the benefit of the students. To accomplish this goal, Research and Evaluation set up procedures for collecting information delineating each school's demographic, academic aptitude, and achievement characteristics and presents this information by school, selected subgroups, and district in the annual report, The Mesa School Profile.

This information, however, is limited to cognitive and demographic characteristics and lacks the affective dimensions. Recognizing the need for more inclusive information, it was decided in meetings with the Deputy Superintendent, Dr. James Zaharis, to seek a means for gathering data on some of the affective aspects of the schools. A search was made and revealed the results of a study conducted by the Human Resources Research Organization (HumRRO).

Under the HumRRO project, instruments were developed to obtain the perceptions of the students, the staff, and the principal of a school about a variety of potential school problem areas. Designed for junior high and high school use, the instruments were pilot tested in 50 junior high schools in six states by HumRRO and found to be reliable, valid, and, equally important, useful.

The instruments yielded information which was capable of discriminating among problem areas within schools and differentiating between schools. Items on the survey were intended to screen for problems but did not specify the exact nature of the problem. Another attribute of the HumRRO instruments included a design which allowed the survey items to be clustered into 12 Areas.

The Department of Research and Evaluation modified the HumRRO questionnaires and conducted a survey of elementary school teachers, sixth grade students and selected parents during the 1976-77 school year. The results were excellent in regard to the information obtained, so the decision was made to pursue the survey in the junior and senior high schools in the total Mesa School District.

The original HumRRO questionnaire for secondary students was utilized, but the form for the staff was slightly modified for use in surveying the junior and senior high teachers. In addition, a survey for the parents paralleling that of the students and teachers was adapted from the staff questionnaire. The questionnairs were then used to obtain the perceptions of teachers, students and parents concerning different aspects of school-community characteristics and relationships.

The three surveys were first administered in November, 1977, in the junior high schools and in March, 1978, in the senior high schools. It was believed that these dates are appropriate since enough time had elapsed to allow the subpopulations to form perceptions regarding the school climate. The purpose of this report is to document the current climate perceptions of the three subpopulations and to compare them with the perceptions of similar subpopulations in 1977.

METHODS AND PROCEDURES

Development of Instruments

As previously stated, the HumRRO questionnaires were used at the junior and senior high levels. The original form for students was utilized, but the survey for teachers was slightly modified. This questionnaire was then adapted for parents.

These three forms are:

School Climate Survey - Teacher

School Climate Survey - Student

School Climate Survey - Parent

Like the HumRRO surveys, the items on the district forms also solicited input concerning the same 12 Areas.

The items comprising the 12 Areas are summarized as follows:

Area I - School Attractiveness (SA)

Items relate to the general school environment (i.e., the way the school is run, noise level, after school activities and school spirit).

Area II - Student Characteristics and Relationships (SS)

Items relate to the interpersonal relationships among individuals, groups and students of different ethnic backgrounds (i.e., the way the students get along with one another) and the attitude of the students toward their school and work (i.e., bored, uncooperative, don't like school).

Area III - Teacher-Student Relationships (TS)

Items relate to the social atmosphere or general feeling in the classroom and the human relations between the teachers and the students (i.e., mutual respect of teachers and students, concern about student's problems and the treatment of students by teachers).

Area IV - Teacher Characteristics and Teacher Relationships (TT)

Items relate to the interpersonal relationships among the staff teachers (i.e., communication, cooperation) and their general attitudes toward teaching.

Area V - Principal-Student Relationships (PS)

Items relate to the interpersonal relationships of principal and students and policies regarding student behavior, reporting of student progress and students with special educational needs.

Area VI - Principal-Teacher Relationships (PT)

Items relate to how the principal and teachers get along (communication and cooperation) and the way staff conflict and teacher evaluation is handled by the principal.

Area VII - School-Community Relationships (SC)

This area pertains to the interpersonal relationships between teachers and parents (the way they get along), the general attitude and feelings the community has toward the school (community interest, satisfaction) and parents' feelings toward school policies.

Area VIII - Student Issues (SI)

Items relate to aspects of student behaviors (i.e., cutting class, dropout, underachievement) and social conditions (drugs, delinquency) which can create problems within a school.

Area IX - Community Issues (CI)

Area pertains to socio-economic conditions of the community that affect the student body (student poverty, ethnic tensions and transient students).

Area X - Administrator Issues (AI)

Items in this area pertain to various aspects of school policies and procedures such as discipline, dress code, and school services (counseling, remedial, nurse, gifted).

Area XI - Facility Issues (FI)

Items pertain to the conditions of the building and/or grounds and class size.

Area XII - Teacher Issues (TI)

Area relates to teacher turnover and absenteeism.

The majority of items on each of the three surveys (student, parent and teacher) were comparable. However, some items were unique and therefore had no counterpart in the other surveys. This occurred if the respondent groups were not expected to be informed on the subject. Table 6 in the Appendix includes a list of the total pool of items with indications (NA) of which groups were not asked to respond to the items.

Sampling

The three survey questionnaires were distributed in late November, 1981, to each of the eight district junior high schools and in early March, 1982, to the five senior high schools. These times were comparable to the 1977-78 survey. Surveys were administered to the following populations:

- All 451 school-based junior high teachers and all 408 school-based senior high teachers.
- Approximately 1,400 randomly selected students at all junior high schools and 840 randomly selected students at all senior high schools.
- Approximately 2,750 randomly selected parents of junior high school students and 1,650 randomly selected parents of senior high students.

Statistical Analyses

In the analysis and presentation of the data item, Area and overall means are used. Scores from 1 (Extreme Problem) to 5 (No Problem) were first assigned to each response after which they were combined to derive arithmetic means for each item, Area, and over all items, for each of the subpopulations: teachers, students, and parents. In order to interpret these means, the following definitions were developed:

Mean Response Scale	Definition
4.5 or greater	No problem at all; very positive perceptions.
Less than 4.5 and greater than 3.5	Little problem; positive perceptions.
2.5 to 3.5	Moderate problem; somewhat negative perceptions.
Less than 2.5 and greater than 1.5	Considerable problem; negative perceptions.
1.5 or less	Extreme problem; very negative perceptions.

Negative perceptions were thus defined to have mean responses of 1.0 to 3.5 and positive perceptions to have mean responses greater than 3.5. To explain further, when analyzing or summarizing responses to surveys such as this, responses that fall in the moderate problem category are suspect. That is, if the mean response is in the moderate problem category, one would have to assume that this should be identified as an area of concern.

While it may not be of immediate concern, it is an Area which may develop into a serious problem at a later time. For example, if the mean response concerning the School-Community Relationships was perceived by the parents as falling in the moderate problem category, one could infer that not enough positive action is being taken by the schools to enhance these relationships. In comparing corresponding Area means for the same type of subpopulation from different survey administrations, e.g., 1981-82 junior high parents vs. 1977-78 junior high parents, a difference of 0.25 or more was operationally defined to be substantially different.

Data were summarized for each subpopulation at the junior high level and senior high level separately and are presented for both the 1977-78 and 1981-82 administrations. Because one of the primary advantages of the questionnaire is that items cluster into the twelve broad Areas, most of the discussion will involve only Area means. However, in those cases where an Area mean from the 1981-82 survey falls in the negative range, the individual items from that Area are presented for closer examination. Table 6 in the Appendix includes a list of all individual items, with information as to which were perceived negatively by the various subpopulations.

An equal distribution of input was sought from all the participating grade levels so as to make the responses more representative of the total population of students and parents.

RESULTS

Discussion

When considering a climate survey such as the one being analyzed in this report, the question arises concerning actual vs. perceived problems. It certainly is the case that the attitude being solicited is a true attitude. It is also true that the responses made are the respondent's perceptions. However, if the attitude of a given subpopulation is negative, no matter if the cause of the problem is only in perception, this is a problem as much as if an actual problem exists.

Quite often a perceived area of concern is more easily dealt with than an actual problem. If the teachers perceive that there is a lack of communication between them and the principal and the principal has an open door policy to the teachers, this would be considered a perceived problem on the teachers' part. It could be that the principal would only have to publicize his/her policy to alleviate this area of concern. If, however the teachers indicate an area of concern that the physical plant is not conducive to instruction, this could be an actual problem and one not so easily dealt with.

When examining the results of this climate survey, the reader should keep in mind that what is being presented is perceived problems by subpopulation and as such may or may not exist.

This is not to say they should not be addressed by the staff, but that they may be alleviated with little effort once identified. Results will be presented for junior high and senior high separately.

JUNIOR HIGH

The mean scores for both junior high administrations are given in Table 1 by Climate Area, subgroup and year.

Teachers

Completed surveys were received from 424 (94%) of the teachers surveyed. The response rate was similar to that in the 1977 survey when the corresponding values were 356 and 96%. From their responses, it can be assumed that the junior high teachers perceive the school climate across the Mesa district in a positive manner. The absolute mean score of 3.87 falls in the "Little Problem" or positively defined range. This figure is almost identical to the 3.83 absolute mean teacher response in 1977-78.

The teachers were asked to respond to eleven of the twelve Areas. The mean scores for all the Areas fell within the "little problem" range of 3.5 to 4.5, which indicates few problems and a positive attitude toward each of the Areas of the school climate. The same finding was evident in 1977, with the exception of Student Issues, which fell within the "moderate problem" range. The mean range of responses for the two administrations

TABLE 1

PERCEPTIONS BY AREA
JUNIOR HIGH SCHOOLS

Area	Teacher			Student			Parent		
	1977-78	1981-82	Change	1977-78	1981-82	Change	1977-78	1981-82	Change
I-School Attractiveness (SA)	--	--	--	3.51	3.52	+.01	--	--	--
II-Student Characteristics and Relationships (SS)	3.59	3.62	+.03	(3.40)	(3.34)	-.06	3.57	(3.42)	-.15
III-Teacher-Student Relationships (TS)	4.04	4.13	+.09	(3.48)	3.62	+.14	3.89	3.85	-.04
IV-Teacher Characteristics and Teacher Relationships (TT)	3.98	4.01	+.03	3.72	3.78	+.05	4.26	4.21	-.05
V-Principal-Student Relationships (PS)	4.03	4.10	+.07	3.56	3.67	+.11	3.97	4.02	+.05
VI-Principal-Teacher Relationships (PT)	3.94	3.90	-.04	--	--	--	--	--	--
VII-School-Community Relationships (SC)	3.94	4.00	+.06	4.04	4.04	.00	4.07	4.10	+.03
VIII-Student Issues (SI)	(3.48)	3.53	+.05	(3.12)	(3.23)	+.11	(3.42)	(3.30)	-.12
IX-Community Issues (CI)	3.92	3.96	+.04	3.68	3.55	-.13	3.99	3.86	-.13
X-Administrator Issues (AI)	3.94	4.05	+.11	3.67	3.68	+.01	3.95	3.96	+.01
XI-Facility Issues (FI)	3.65	3.58	-.07	3.76	3.78	+.02	4.19	4.01	-.18
XII-Teacher Issues (TI)	4.07	3.80	-.27*	--	--	--	4.37	4.21	-.16
Mean Over All Areas	3.83	3.87	+.04	(3.48)	3.53	+.05	3.86	3.81	-.05

Mean scores ranging from 3.50 or less were established as indicating a negative attitude. The circle denotes a negative attitude.

*Substantial difference (0.25 or more) across years

remained similar to 1977, when it was 3.48 to 4.07 versus 3.53 to 4.13 in 1981. For both years, the lowest Area was Student Issues. The next two lowest Areas for both years were Student Characteristics-Student Relationships and Facility Issues. The highest Areas differed somewhat across administrations. In 1977-78 they were: Teacher Issues, Teacher-Student Relationships, and Principal-Student Relationships, in that order; in 1981-82 they were: Teacher-Student Relationships, Principal-Student Relationships, and Administrator Issues. The only Area showing a substantial difference (0.25 or more) was Teacher Issues, which decreased .27 from 1977 to 1981. The other Areas showed small, mostly positive changes.

Students

Completed student responses totaled 1,266 (93%). These figures compare to 1,062 and 89% in 1977. Analysis of the data revealed that students surveyed have a generally positive attitude toward the district junior high schools as indicated in the absolute mean of 3.53. The absolute student mean was 3.48 in 1977 with a change of +.05. Two Areas (Student Characteristics and Relationships and Student Issues) fell in the "moderate problem" range; this was an improvement over 1977-78, when three Areas as well as the overall mean were considered problems. A closer examination of the two problem Areas reveals the specific items that students viewed negatively.

With respect to Student Characteristics and Relationships, students were concerned with the following individual items for each administration:

ITEM	1977-78	1981-82
The way the students get along with one another	X	X
The number of students who don't like going to school and don't do their school work	X	X
Students from ethnic minorities		
Friction or hostility between groups of students	X	X
Capable students who feel that going to school is pretty much a waste of time	X	X
The number of students who don't seem to do much with other students who are "loners"	X	X

It can be seen that students perceived the same items negatively for both administrations.

With respect to Student Issues, the following items were perceived negatively:

ITEM	1977-78	1981-82
Cheating	X	X
Cutting Class	X	X
Absenteeism	X	X
Dropout rate		
Vandalism	X	X
Theft	X	X
Drugs	X	X
Alcohol		
Delinquency	X	X
Profanity	X	X
Violence or threats of violence	X	X

Again, students' concerns were the same for both administrations.

Returning to Table 1, it can be seen that the mean range of responses decreased slightly across administrations: 3.12 to 4.04 in 1977 versus 3.23 to 4.04 in 1981. The high Areas (School-Community Relationships, Teacher Characteristics and Relationships, and Facility Issues) were consistent across administrations.

Parents

One thousand two hundred and sixty-one (46%) of the parent population surveyed responded to the questionnaire. This was a similar return rate to the 588 (49%) received in 1977. Based on their overall mean response (3.81 vs. 3.86 in 1977), it can be assumed that parents perceive the school climate in junior highs throughout the district in a generally positive manner. The same two Areas that were perceived negatively by students (Student Characteristics and Relationships and Student Issues) were also perceived negatively by parents. Again, they both fell in the "moderate problem" range. This was in contrast to 1977-78, when Student Issues was the only Area that was perceived negatively by junior high parents.

Looking at the problem Areas in more detail, junior high parents had the following concerns with respect to Student Characteristics and Relationships:

ITEM	1977-78	1981-82
The way students get along with one another		
The number of students who don't like going to school and don't do their school work	X	X
Friction or hostility between groups of students	X	X
Capable students who feel that going to school is pretty much a waste of time		

For both administrations, parents were concerned with two of the four items to which they were asked to respond; and these items were the same for both years.

Closer examination of Student Issues reveals that parents had the following negative perceptions:

ITEM	1977-78	1981-82
Underachievement		
Cheating		
Cutting class	X	X
Absenteeism		
Dropout rate		
Vandalism	X	X
Theft	X	X
Drugs	X	X
Alcohol		X

ITEM	1977-78	1981-82
Teen-age parents		
Delinquency	X	X
Profanity	X	X
Violence or threats of violence	X	X

The only change across years was that parents now view alcohol as a moderate problem in the junior high schools.

Looking again at Table 1, the range of mean responses was similar for the two administrations (3.42 to 4.37 in 1977 versus 3.30 to 4.21 in 1981). No Area means changed substantially although 7 of the 10 Areas showed decreases. The two highest Areas were the same for both administrations: Teacher Issues and Teacher Characteristics and Relationships. The two lowest Areas also remained the same: Student Issues and Student Characteristics and Relationships.

Schools

It is not the intent of this report to deal with the perceived climate at each individual school. However, it is an integral part of the analysis that differences among schools be identified. Results of the analysis of the data from each school were sent to that school under separate cover, and, therefore, will only be briefly summarized in this report. It should be noted that a random numbering system was used to denote the eight junior high schools.

Table 2 provides the overall mean responses of each subpopulation by school and year. In addition, the overall mean change across administrations is provided for each school and across the district. Summarizing Table 3, the following can be observed:

1. Teachers and parents from all eight junior high schools perceived the school climate in a positive manner in 1981-82.
2. Students from half of the junior high schools perceived the climate in a positive manner. The mean responses of students from the other schools fell into the "moderate problem" range.
3. Across the district, all three groups from junior high schools perceived the school climate as positive. Means for two groups, teachers and students, increased slightly while the mean for parents decreased slightly.
4. School #2 showed the greatest amount of increase and School #6 showed the greatest amount of decrease. These results should be viewed cautiously since School #2 had low means in 1977 and School #6 had high means.

SENIOR HIGH

The mean scores for both senior high administrations are given in Table 3 by Climate Area, subgroups, and year.

Teachers

Completed surveys were received from 354 (87%) of the

TABLE 2

OVERALL MEAN RESPONSES
FOR
JUNIOR HIGH SCHOOLS

School	Teacher			Student			Parent		
	1977-78	1981-82	Change	1977-78	1981-82	Change	1977-78	1981-82	Change
1	3.94	3.93	-.01	3.53	3.52	-.01	3.90	3.91	+.01
2	3.35	3.79	+.44*	3.02	3.26	+.24	3.54	3.53	-.01
3	3.68	3.57	-.11	3.57	3.26	-.31*	3.71	3.58	-.13
4	3.81	3.81	.00	3.68	3.22	-.46*	3.92	3.65	-.27*
5	4.18	4.17	-.01	3.96	4.00	+.04	4.32	4.21	-.11
6	4.48	3.92	-.56*	3.86	3.53	-.33*	4.23	3.86	-.37*
7	--	4.32	--	--	4.04	--	--	4.13	--
8	3.85	3.70	-.15	3.45	3.44	-.01	3.75	3.69	-.06
District	3.83	3.87	+.04	3.48	3.53	+.05	3.86	3.81	-.05

Mean scores ranging from 3.50 or less were established as indicating a negative attitude. The circle denotes a negative attitude.

*Substantial difference (0.25 or more) across years

TABLE 3

PERCEPTIONS BY AREA
SENIOR HIGH SCHOOLS

Area	Teacher			Student			Parent		
	1977-78	1981-82	Change	1977-78	1981-82	Change	1977-78	1981-82	Change
I-School Attractiveness (SA)	--	--	--	3.47	3.66	+.19	--	--	--
II-Student Characteristics and Relationships (SS)	3.59	3.66	+.07	3.42	3.51	+.09	3.51	3.44	-.07
III-Teacher-Student Relationships (TS)	4.01	4.08	+.07	3.44	3.66	+.22	3.72	3.76	+.04
IV-Teacher Characteristics and Teacher Relationships (TT)	3.74	3.92	+.18	3.51	3.66	+.15	4.07	4.06	-.01
V-Principal-Student Relationships (PS)	3.72	4.00	+.28*	3.28	3.62	+.34*	3.66	3.89	+.23
VI-Principal-Teacher Relationships (PT)	3.67	3.91	+.24	--	--	--	--	--	--
VII-School-Community Relationships (SC)	4.00	4.07	+.07	3.94	4.16	+.22	3.85	4.05	+.20
VIII-Student Issues (SI)	3.13	3.20	+.07	3.00	3.06	+.06	3.13	3.06	-.07
IX-Community Issues (CI)	3.96	4.07	+.11	3.61	3.69	+.08	3.82	3.86	+.04
X-Administrator Issues (AI)	3.68	3.98	+.30*	3.52	3.77	+.25*	3.62	3.85	+.23
XI-Facility Issues (FI)	3.63	3.68	+.05	3.93	4.02	+.09	4.10	4.22	+.12
XII-Teacher Issues (TI)	4.30	4.16	-.14	--	--	--	4.25	4.31	+.06
Mean Over All Areas	3.68	3.81	+.13	3.38	3.55	+.17	3.64	3.72	+.08

Mean scores ranging from 3.50 or less were established as indicating a negative attitude. The circle denotes a negative attitude.

*Substantial difference (0.25 or more) across years

teachers surveyed. The response rate was similar to that in the 1978 survey when the corresponding values were 304 and 91%. From their responses, it can be assumed that the senior high teachers perceive the school climate across the Mesa district in a positive manner. The absolute mean score of 3.81 falls in the "little problem" or positively defined range. This figure is a little higher than the absolute mean response of 3.68 in 1977-78.

Teachers were asked to respond to eleven of the twelve Areas. The mean scores of all Areas except Student Issues fell within the "little problem" range of 3.5 to 4.5. The mean response for Student Issues fell in the "moderate problem" range, similar to 1977-78.

Senior high teachers viewed the following items under Student Issues as moderate problems:

ITEM	1977-78	1981-82
Underachievement	X	X
Cheating	X	X
Cutting class	X	X
Absenteeism	X	X
Dropout rate	X	X
Vandalism	X	X
Theft	X	X
Drugs	X	X
Alcohol	X	X
Sexual promiscuity	X	X
Teen-age parents		
Delinquency	X	X

ITEM	1977-78	1981-82
Profanity	X	X
Violence or threats of violence		

For both years, teachers remained concerned about the same twelve of fourteen issues.

Going back to Table 3, the mean range of responses for the two administrations decreased from 1978, when it was 3.13 to 4.30 versus 3.20 to 4.16 in 1982. Two Areas, Principal-Student Relationships and Administrator Issues, showed substantial increases of +.28 and .30 across administrations. In addition, Principal-Teacher Relationships increased nearly substantially, with an increase of .24 (a substantial difference being defined as 0.25 or more). In general, senior high teachers seem to be perceiving their principals more positively than they did four years ago. All Areas increased except for Teacher Issues. Nevertheless, Teacher Issues remained the highest Area, as it was in 1977-78.

Students

Completed responses were received from 659 (79%) of the students sampled. These figures compare to 616 (86%) in 1978. Analysis of the data revealed that senior high students generally have a positive attitude toward school as indicated by the absolute mean of 3.55. This was an increase of .17 over the absolute overall mean in 1978.

Unlike 1978, when five Area means and the overall mean fell in the negative range, in 1982, only one Area, Student Issues, fell in the negative range. Senior high students had the following concerns with respect to Student Issues:

ITEM	1977-78	1981-82
Cheating	X	X
Cutting class	X	X
Absenteeism	X	X
Dropout rate	X	X
Vandalism	X	X
Theft	X	X
Drugs	X	X
Alcohol	X	X
Delinquency	X	X
Profanity	X	X
Violence or threats of violence	X	X

It can be seen that senior high students in both administrations viewed all Student Issues, to which they were asked to respond, as moderate problem areas.

Returning to Table 3, the mean range of responses increased across administrations: 3.00 to 3.94 in 1978 versus 3.06 to 4.16 in 1982. In both years, Student Issues was the lowest Area. The two highest Areas also remained the same: School-Community Relationships and Facility Issues. Two Areas, Principal-Student Relationships and Administrator Issues, showed substantial increases from 1978, with increases of .34 and .25, respectively. Two more Areas, Teacher-Student Relationships and School-Community Relationships had positive increases of .22. The overall mean increase of .17 for senior high students was the largest overall change of any group and can be viewed very positively.

Parents

Five hundred and nine (31%) of the senior high parent population surveyed responded to the questionnaire in 1982, as opposed to 166 (23%) in 1977. Based on their overall mean response (3.72 versus 3.64 in 1978), it can be assumed that parents perceive the climate of the district in a positive manner. Parents perceived two Areas negatively in 1981-82 (Student Characteristics and Relationships and Student Issues) as opposed to 1978, when only Student Issues was perceived negatively. In 1981-82, the following items under Student Characteristics and Relationships were considered to be moderate problem areas:

ITEM	1977-78	1981-82
The way students get along with one another		
The number of students who don't like going to school and don't do their school work		X
Friction or hostility between groups of students		X
Capable students who feel that going to school is pretty much a waste of time		X

Parents did not view this Area negatively in 1977-78, but in 1981-82 all items except one were viewed as problems.

With respect to Student Issues, the following items were viewed as problems:

ITEM	1977-78	1981-82
Underachievement	X	
Cheating		X
Cutting class	X	X
Absenteeism	X	X
Dropout rate	X	X
Vandalism	X	X
Theft	X	X
Drugs	X	X
Alcohol	X	X
Teen-age parents	X	X
Delinquency	X	X
Profanity	X	X
Violence or threats of violence	X	X

Although underachievement is no longer considered a problem by parents, cheating has become a concern since 1977-78.

Returning to Table 3, it can be seen that the mean range of responses increased across the two administrations (1.12 vs. 1.25) and no Area means changed substantially. However, two Areas, Principal-Student Relationships and Administrator Issues, increased nearly substantially (+.23). For both 1977-78 and 1981-82, the lowest Areas, Student Issues and Student Characteristics and Relationships, as well as the highest Areas, Facility Issues and Teacher Issues, remained the same.

Looking at the senior high results for all three subpopulations, one very positive trend emerges. There are three Areas dealing with Administrators: Principal-Student Relationships, Principal-Teacher Relationships, and Administrator Issues. All groups who were asked to respond to these Areas showed substantial or nearly substantial increases in attitudes from 1977-78 to 1981-82.

Schools

Table 4 provides the overall mean responses of each subpopulation by school and year for senior high schools. In addition, the overall mean change across administrations is provided for each school and across the district. Again, random numbers were used to denote the five senior high schools. Summarizing Table 4, the following can be observed:

1. Teachers and parents from all five senior high schools perceived the overall school climate in a positive manner in 1981-82.
2. Students from three of the senior high schools perceived school climate positively in 1981-82. The overall mean responses of students from the other two senior highs fell in the "moderate problem" range.
3. Across the district, all three groups from senior high schools perceived the school climate as positive in 1981-82. In addition, overall means for all three groups increased since 1977-78.
4. Three schools showed substantial increases (.25 or more) for one subpopulation. Schools 2 and 4 showed substantial teacher increases and School 5 showed a substantial increase in student perceptions.

TABLE 4

OVERALL MEAN RESPONSES
FOR
SENIOR HIGH SCHOOLS

School	Teacher			Student			Parent		
	1977-78	1981-82	Change	1977-78	1981-82	Change	1977-78	1981-82	Change
1	--	3.75	--	--	3.68	--	--	3.77	--
2	3.56	3.83	+.27*	3.34	3.45	+.11	3.55	3.66	+.11
3	3.64	3.80	+.16	3.46	3.38	-.08	3.74	3.72	+.02
4	3.49	3.74	+.25*	3.59	3.59	.00	3.75	3.78	+.03
5	3.92	3.85	-.07	3.30	3.65	+.35*	3.73	3.77	+.04
District	3.68	3.81	+.13	3.38	3.55	+.17	3.64	3.72	+.08

Mean scores ranging from 3.50 or less were established as indicating a negative attitude. The circle denotes a negative attitude.

*Substantial difference (0.25 or more) across years

ANALYSIS OF STUDENT PERCEPTIONS BY GRADE LEVEL

In 1977-78, both junior high and senior high students had overall mean responses which fell in the negative range. By 1981-82, both had increased by large enough amounts to fall in the positive range. Because the cut-off point between positive and negative responses was arbitrarily defined, the increases are probably no more meaningful than if they had occurred at other points along the scale. However, the change, particularly at the senior high level, warrants a closer look at trends by grade level.

Table 5 presents the Area and overall mean responses and the amount of change for each grade level and both administrations. The trend seems to be that attitudes decline over the junior high school years, increase sharply in tenth grade, and then fluctuates in high school. Looking at change since 1977-78, students at all grade levels had more positive attitudes in 1981-82; and tenth graders showed a substantial increase of .32 in their overall mean response. This increase reflects the fact that in 1977-78, tenth grade students showed negative perceptions in eight Areas, while in 1981-82, they viewed only one Area negatively.

A comparison of grades across the two years is depicted graphically in Figure 1. Data from sixth grade was also included to show that student attitudes consistently decrease for several years. This figure shows the sharp upturn in attitudes of tenth graders, as opposed to 1977-78, when tenth graders had the lowest attitudes of any grade level.

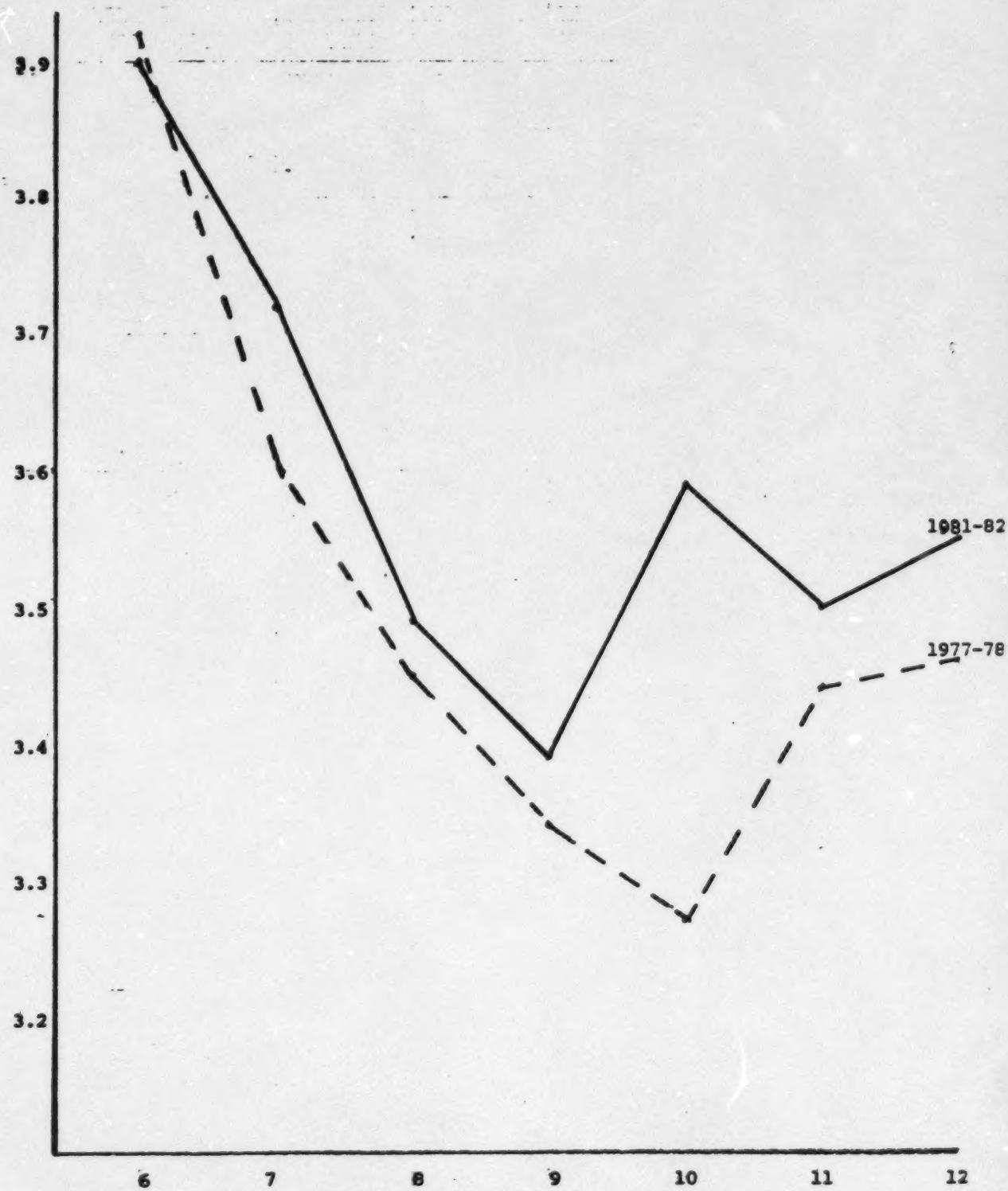


FIGURE 1

Overall Mean Responses by Grade
for 1977-78 and 1981-82

TABLE 5

STUDENT PERCEPTIONS BY AREA AND GRADE

Area	Seventh			Eighth			Ninth			Tenth			Eleventh			Twelfth		
	1977-78	1981-82	Change	1977-78	1981-82	Change	1977-78	1981-82	Change	1977-78	1981-82	Change	1977-78	1981-82	Change	1977-78	1981-82	Change
I-School Attractiveness (SA)	3.67	3.71	+.04	3.48	3.44	-.04	3.34	3.42	+.08	3.45	3.75	+.30*	3.51	3.59	+.08	3.43	3.64	+.21
II-Student Characteristics and Relationships (SS)	3.44	3.47	+.03	3.39	3.32	-.07	3.35	3.22	-.13	3.32	3.55	+.23	3.47	3.47	.00	3.47	3.50	+.03
III-Teacher-Student Relationships (TS)	3.66	3.77	+.11	3.47	3.60	+.13	3.27	3.49	+.22	3.21	3.77	+.56*	3.53	3.60	+.07	3.60	3.62	+.02
IV-Teacher Characteristics and Teacher Relationships (TT)	3.92	3.94	+.02	3.72	3.78	+.06	3.45	3.63	+.18	3.35	3.72	+.37*	3.59	3.58	-.01	3.60	3.67	+.07
V-Principal-Student Relationships (PS)	3.81	3.93	+.08	3.49	3.57	+.08	3.34	3.52	+.18	3.18	3.69	+.51*	3.38	3.47	+.09	3.33	3.68	+.35*
VI-Principal-Teacher Relationships (PT)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
VII-School-Community Relationships (SC)	4.16	4.17	+.01	4.02	4.01	-.01	3.93	3.95	+.02	3.83	4.23	+.40*	3.98	4.20	+.22	3.98	4.06	+.08
VIII-Student Issues (SI)	3.18	3.41	+.23	3.11	3.22	+.11	3.06	3.07	+.01	2.89	3.03	+.14	3.04	3.08	+.04	3.10	3.06	-.04
IX-Community Issues (CI)	3.76	3.81	+.05	3.70	3.48	-.22	3.58	3.36	-.22	3.33	3.64	+.31*	3.83	3.68	-.15	3.71	3.72	+.01
X-Administrator Issues (AI)	3.81	3.86	+.05	3.60	3.64	+.04	3.56	3.52	-.04	3.47	3.82	+.35*	3.49	3.77	+.28*	3.62	3.74	+.08
XI-Facility Issues (FI)	3.94	4.09	+.15	3.72	3.66	-.06	3.59	3.60	+.01	3.79	4.09	+.30*	3.96	3.91	-.05	4.06	4.04	-.02
XII-Teacher Issues (TI)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Mean Over All Areas	3.61	3.72	+.11	3.45	3.49	+.04	3.34	3.39	+.05	3.27	3.59	+.32*	3.44	3.50	+.06	3.46	3.55	+.09

Mean scores ranging from 3.50 or less were established as indicating a negative attitude. The circle denotes a negative attitude.

*Substantial difference (0.25 or more) across years

SUMMARY AND CONCLUSIONS

The overall perceptions for all three populations (six subpopulations) in 1981-82 were positive. In addition, five of the six subpopulations showed a positive change from the 1977-78 administration. Therefore, this section will address only those Areas perceived to be problems by one or more of the subpopulations surveyed. It is assumed that other Areas, even if not very positive, were not considered real problems.

In 1981-82, only two Areas were perceived negatively by one or more subpopulations: Student Characteristics and Relationships and Student Issues. This is in contrast to 1977-78, when five Areas were perceived negatively by one or more group. The primary difference is that senior high students viewed several Areas more positively in 1981-82.

Student Characteristics and Relationships was perceived negatively by junior and senior high students and parents. A further breakdown of this Area reveals the specific items that were viewed as problems:

	Junior High			Senior High		
	T	S	P	T	S	P
STUDENT CHARACTERISTICS AND RELATIONSHIPS		X	X			X
7. The way the students get along with one another		X				
8. The number of students who don't like going to school and don't do their school work	X	X	X	X	X	X
9. Students from ethnic minorities			NA			NA
10. Friction or hostility between groups of students		X	X		X	X
11. Capable students who feel that going to school is pretty much a waste of time		X			X	X
12. The number of students who don't seem to do much with other students-who are "loners"		X	NA			NA

It can be seen that all six groups were concerned about the number of students who don't like going to school and don't do their school work. Junior and senior high students and parents also were concerned with friction or hostility between groups of students. None of the groups perceived students from ethnic minorities as a problem.

Junior high students and parents, and all three senior high groups perceived Student Issues negatively. A breakdown indicates the following items that fell in the negative range:

	Junior High			Senior High		
	T	S	P	T	S	P
STUDENT ISSUES		X	X	X	X	X
53. Cheating	X	X		X	X	X
54. Cutting class		X	X	X	X	X
55. Absenteeism	X	X		X	X	X
56. Dropout rate				X	X	X
57. Vandalism	X	X	X	X	X	X
58. Theft	X	X	X	X	X	X
59. Drugs		X	X	X	X	X
60. Alcohol			X	X	X	X
61. Sexual promiscuity		NA	NA	X	NA	NA
62. Delinquency		X	X	X	X	X
63. Profanity	X	X	X	X	X	X
64. Violence or threats of violence	X	X	X		X	X
65. Underachievement	X	NA		X	NA	
66. Teen-age Parents		NA			NA	X

It can be seen that most of the items in the Area of Student Issues are regarded as problems. Of those that responded to the items, none of the junior high groups perceived Dropout Rate, Sexual Promiscuity, or Teen-age Parents negatively. All of the items were perceived negatively by at least one of the senior high groups.

It is recommended that the results of this survey be reviewed by the superintendency, the staffs at the junior and senior high schools and also the appropriate support personnel. It is further recommended that the Assistant Superintendent meet with the principals to discuss any Area of perceived concern at their respective schools and explore the various alternatives open to determine solutions, if any, to these problems. Identification of possible problems at specific schools can be found in each school's individual report from the Department of Research and Evaluation.

While a survey of this nature does not explicitly delineate the specific problems, it does isolate Areas and items under those Areas which can be addressed. Since Student Issues is the most prevailing Area of concern for all populations surveyed, it may be beneficial to take a closer look at the problem items under this Area.

APPENDIX

TABLE 6

INDIVIDUAL ITEMS WHICH FALL IN "NEGATIVE" RANGE

	Junior High			Senior High		
	T	S	P	T	S	P
SCHOOL ATTRACTIVENESS	NA		NA	NA		NA
1. Not enough school subjects to choose from	NA	X	NA	NA		NA
2. Not enough extracurricular activities	NA	X	NA	NA		NA
3. Getting the students to show some school spirit	NA	X	NA	NA	X	NA
4. Too much noise and confusion	NA		NA	NA		NA
5. A generally unfriendly atmosphere	NA		NA	NA		NA
6. The way this school is run	NA		NA	NA		NA
STUDENT CHARACTERISTICS AND RELATIONSHIPS		X	X			X
7. The way the students get along with one another		X				
8. The number of students who don't like going to school and don't do their school work	X	X	X	X	X	X
9. Students from ethnic minorities			NA			NA
10. Friction or hostility between groups of students		X	X		X	X
11. Capable students who feel that going to school is pretty much a waste of time		X			X	X
12. The number of students who don't seem to do much with other students-who are "loners"		X	NA			NA
TEACHER-STUDENT RELATIONSHIPS						
13. The usual social atmosphere or feeling in the classroom						
14. The respect teachers and students have for one another		X				
15. Teachers who don't seem to care about the personal and educational problems of their students						
16. Teachers who put too much pressure on their students to get good grades						
17. Unfair treatment of students by teachers		X				
18. Teachers who won't admit making mistakes					X	
19. Teachers who do not maintain tight control over their students	NA	NA		NA	NA	

	Junior High			Senior High		
	T	S	P	T	S	P
TEACHER CHARACTERISTICS AND RELATIONSHIPS						
20. Teachers who complain about other teachers						
21. Teachers who seem bored with teaching						
22. Teachers who are usually boring	NA	X	NA	NA	X	NA
23. Disagreements among the staff on the proper educational goals for the school		NA	NA		NA	NA
24. Disagreements among the staff on the proper balance between traditional and innovative approaches to teaching		NA	NA		NA	NA
25. Communication among the staff		NA	NA		NA	NA
26. Older teachers who are reluctant to accept newer teachers as colleagues		NA	NA		NA	NA
PRINCIPAL-STUDENT RELATIONSHIPS						
27. The way the principal gets along with the students						
28. A feeling in the school that conformity and orderliness among the students are more important than freedom and individuality						
29. Rules for students that are not clear but are vague and indefinite	NA		NA	NA		NA
30. The amount of influence student opinion has on the way the school is run		X			X	
31. The way students are assigned to classes, graded and promoted				X	X	
32. Unfair treatment of students by the principal or by the people in his office	NA		NA	NA		NA
33. Loose or lax policies on student behavior which foster disorderliness and disorganization		NA			NA	
34. Absence of a school wide system for identifying and dealing with students who have special educational needs or problems		NA			NA	
35. The way school progress is reported		NA			NA	
PRINCIPAL-TEACHER RELATIONSHIPS		NA	NA		NA	NA
36. The way the principal gets along with the teachers		NA	NA		NA	NA
37. The way the principal handles staff conflicts		NA	NA		NA	NA

	Junior High			Senior High		
	T	S	P	T	S	P
38. The amount of teachers' time taken up by non-teaching activities	X	NA	NA	X	NA	NA
39. Criticism by the school administration of teachers who do not maintain tight control over their students		NA	NA		NA	NA
40. Understanding how the principal evaluates teaching performance		NA	NA		NA	NA
41. Disagreements between the principal and the teachers on education matters		NA	NA		NA	NA
SCHOOL-COMMUNITY RELATIONSHIPS						
42. The way the teachers get along with parents						
43. The way the people in my neighborhood feel about the school						
44. Lack of community interest in the schools		NA			NA	
45. Teacher dissatisfaction with the community		NA	NA		NA	NA
46. Community dissatisfaction with the schools		NA			NA	
47. School policies that conflict with parents' ideas		NA			NA	
48. Disagreements among the parents on the proper educational goals for the school	NA	NA		NA	NA	
49. Disagreements among the parents on the proper balance between traditional and innovative approaches to teaching	NA	NA		NA	NA	
50. Communication with the school staff	NA	NA		NA	NA	
51. The way the principal handles parent conflicts	NA	NA		NA	NA	
52. Disagreements between the principal and the parents on educational matters	NA	NA		NA	NA	
STUDENT ISSUES		X	X	X	X	X
53. Cheating	X	X		X	X	X
54. Cutting class		X	X	X	X	X
55. Absenteeism	X	X		X	X	X
56. Dropout rate				X	X	X
57. Vandalism	X	X	X	X	X	X
58. Theft	X	X	X	X	X	X
59. Drugs		X	X	X	X	X

	Junior High			Senior High		
	T	S	P	T	S	P
60. Alcohol			X	X	X	X
61. Sexual promiscuity		NA	NA	X	NA	NA
62. Delinquency		X	X	X	X	X
63. Profanity	X	X	X	X	X	X
64. Violence or threats of violence	X	X	X		X	X
65. Underachievement	X	NA		X	NA	
66. Teen-age Parents		NA			NA	X
COMMUNITY ISSUES						
67. Transient students		NA			NA	
68. Students who speak non-standard English		NA	NA		NA	NA
69. Ethnic tensions		X	X		X	X
70. Student poverty		NA			NA	
71. Student health		NA			NA	
72. Changing neighborhood characteristics		NA			NA	
73. Divisive community influences		NA			NA	
74. Busing to improve racial balance			NA			NA
75. Changing composition of student body		NA			NA	
ADMINISTRATOR ISSUES						
76. Discipline	X	X		X		
77. Dress Code		X				
78. Irrelevant curriculum (or useless courses)						
79. Inadequate programs for gifted students		NA			NA	
80. Inadequate remedial services		NA			NA	
81. Inadequate counseling services						
82. Inadequate medical services						
FACILITY ISSUES						
83. The condition of the building and/or the grounds						
84. Class size	X					

	Junior High			Senior High		
	T	S	P	T	S	P
TEACHER ISSUES		NA			NA	
85. Teacher turnover		NA			NA	
86. Teacher absenteeism		NA			NA	
OVERALL MEAN RESPONSE						